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ABSTRACT

In the Quinmester course "Man's Inner Struggle," the study of literature enables students to gain insights into some of the problems facing young people today. The course involves the following activities: (1) examining some of the problems involved in the struggle for self knowledge; (2) exploring the effects of individual and cultural differences in the formation of a value system; (3) distinguishing between man's responsibility to himself and to society; (4) analyzing the unique problems of women; (5) relating current manifestations of man's loneliness and alienation to psychological phenomena; (6) predicting some of the problems to be faced in the future as an individual and as a member of society; and (7) discussing critically the assumption that man has the ability to triumph over many obstacles. An eight-page listing of resource materials is included. (CL)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

ENGLISH

MAN'S INNER STRUGGLE

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English

Written by Natalie Bock
and
Dorothy Massey
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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COURSE NUMBER

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COURSE TITLE: MAN'S INNER STRUGGLE

COURSE DESCRIPTION: Through the study of literature students gain insights into some of the problems facing young people today. Students explore such questions as: Who am I? Where am I going? Why do I want to go? Can I make it? What's to stop me? Is this what I really want?

I. PERFORMANCE OBJECTIVES

A. Students will examine some of the problems involved in the struggle for self-knowledge.

B. Students will explore the effects of individual and cultural differences in the formulation of a value system.

C. Students will distinguish between man's responsibility to himself and to society.

D. Students will analyze the unique problems of women as revealed in literature.

E. Students will relate the current manifestations of man's loneliness and alienation to various kinds of psychological phenomena.

F. Students will predict some of the problems (and possible solutions) to be faced in the future both as an individual and as a member of society.

G. Students will discuss critically the assumption that man has the ability to triumph over many obstacles, to wrest victory from seeming defeat.

II. COURSE CONTENT

A. Rationale

The amorphous nature of the phrase, "man's inner struggle" allows many possible interpretations. It implies, above all, the individual's deep need to understand himself and his relationship to the world around him. In exploring the various routes to self-discovery, the inner struggle is externalized to include the difficulties involved in finding rational patterns in an age when, like Matthew Arnold's "...we are here as on a darkling plain/Swept with confused alarms of struggle and flight".

The loss of absolutes, of shared values and beliefs, coupled with the geometric progression of life-style alternatives, has forced modern man to reevaluate traditional concepts in a desperate effort to develop new and viable philosophies for the present as well as for the uncertain future.

This quinmester course does not presume to offer such philosophies; rather its primary goal is to help students develop a sensitive awareness of the questions that need asking. The answers will be theirs to evolve.

In pursuing those answers students will find that they must seek guidance from great thinkers of both past and present. Many young people react negatively to the ideas of great masters of the past since they are convinced that, having lived so long ago, such men could have nothing relevant to say. This attitude is, of course, a result of the tendency to confuse superficial differences with underlying realities.

Brutus killed Julius Caesar two thousand years ago; Shakespeare dramatized Brutus' inner struggle four hundred years ago. The external trappings are no longer the same, but twentieth century man is still wrestling with the problems of tyranny, assassination, guilt, and responsibility. We are still making overwhelming decisions of conscience; newspapers carry daily stories of young men who must decide, for instance, whether they will serve in our armed forces, go to jail, or go into exile. There is certainly no dearth of mobs; nor is there a dearth of men who spend their energies in manipulation of the masses to satisfy their own ambitions.

And the struggle goes on.

B. Range of subject matter

1. Self-knowledge

a. Identifying oneself

(1) Uniqueness
(2) Likeness

b. Methods of self-exploration

(1) Internal
(2) External

2. Values

a. Discovering values

(1) The individual
(2) The culture

b. Factors influencing values

(1) Personal characteristics (physical)
(2) Racial and religious influences
(3) Cultural impact

3. Responsibility

    a. To oneself
    b. To family, friends
    c. To society ("others")
    d. To country

4. Woman's unique struggle

    a. Historical role

        (1) Psychological problems
        (2) Common stereotypes

    b. Changing role

        (1) Suffragettes
        (2) Women's Lib
        (3) Humanists

5. Loneliness and alienation

    a. Loneliness

        (1) Withdrawal
        (2) Adjustment

    b. Alienation

        (1) The individual

            (a) Withdrawal
            (b) Aggression

6. The future

    a. Technological changes

        (1) Cities
        (2) Clothes, cars, etc.
        (3) Inventions

    b. Sociological changes

        (1) Societies
        (2) Relationships between groups
        (3) Problems arising out of sociological changes

    c. Psychological changes

        (1) Problems of adjustment
        (2) Changes in educational systems
        (3) Changes in concepts of justice

d. Political changes

(1) Towards dictatorship
(2) Towards broadening democracy

7. Man's ability to prevail

a. Individual courage
b. Group courage

(1) Pioneers
(2) Ethnic groups
(3) Resistance groups
(4) Revolutionary groups

III. TEACHING STRATEGIES

A. Students will examine some of the problems involved in the struggle for self-knowledge.

1. Give an introductory lecture on the difficulties of learning to understand oneself. Socrates said that the "unexamined life is not worth living". If we do not know ourselves--if we have false images of our ourselves--our real needs must remain unsatisfied, our goals uncertain, our fulfillment repeatedly frustrated. Some excellent sources for reference material include: Man in Process (Montagu), On Becoming a Person (Rogers), Perceiving, Behaving, Becoming (Combs), The Search for Authenticity (Bugental).

2. Discuss the fact that, although man's behavior differs markedly from one culture to another, these differences are superficial rather than basic. For example, every culture evolves a belief system in an effort to resolve the unpredictable and often frightening phenomena of life and death; however, the form taken by the belief system is unique. Among other possible sources, the following are suggested: Patterns of Culture (Benedict), Heredity, Race, and Society (Dobzbansky), Mainsprings of Civilization (Huntington), The Study of Man (Linton).

3. Discuss the ways in which today's young people are pursuing self-knowledge, including the great attraction of oriental philosophies-religions, psychedelic drugs, the occult, astrologies, group therapies, etc.

4. Invite a psychologist to visit the class. Have the students prepare a series of questions in advance to make optimum use of the time he is with them. It might also be helpful to ask the psychologist what he feels would be most significant for students to know.

5. Through the use of films and discussion techniques, invite students to discuss the nature of man himself. Is man good? Evil? Malleable? Is it true that "you can't change human nature"? What has man displayed behaviorally in the past--and what might be expected of him in the future? Students' basic beliefs will clearly control any definition of human nature they attempt. Some possible sources: The Human Animal (LaBarre), Ardrey's The Territorial Imperative, The Phenomenon of Man (Teilhard de Chardin).

6. Give a brief lecture on the controversies that have raged over the amount of freedom man really has when he makes choices. Is he a predetermined organism--or an entirely free one? Perhaps he is somewhere in between Marx considered man to be economically determined; Freud said he was ruled by sexual drives. Existentialists believe that he is entirely free to "make himself". In fact, Sartre, one of the most extreme existentialists, declares that man is limited by neither his genetic nor his environmental factors. Consequently, he alone is responsible for the self he creates; thus, self-knowledge becomes imperative. (If students show interest in this idea they might be encouraged to set up a debate or a panel discussion.)

7. Discuss the nature of conscience. (See learning activities for films and sources) What is conscience? Is it inborn? Developed later? What influences it? What are the consequences of ignoring it as Pinocchio did?

8. Sometimes our familiar surroundings appear to handicap efforts at self-discovery, and actual physical removal seems to hold the key. Thus Thoreau fled to Walden one hundred fifty years ago; Kerouac took to the open road while James Baldwin fled to Paris as did his predecessors of the twenties, e.g., Hemingway, Dos Passos, Fitzgerald. Discuss the wisdom--or lack of wisdom--in their behavior. What did they learn from their journeys to relatively unfamiliar places? Did they gain what they had hoped? (Students who evidence curiosity about these writers could do some research on them, especially on the motivating forces.)

B. Students will explore the effects of individual and cultural differences in the formulation of a value system.

1. Give a brief lecture on the wide variety of values held by different cultures. Benedict's Patterns of Culture is an excellent source for demonstrating that one society's virtue is often another's vice. Other anthropological sources: Mead, Malinowski, Montagu.

2. Give a brief lecture on the difficulties in creating one's own set of values rather than accepting those foisted on you by parents, peers, and culture.

3. Use photographs, paintings, drawings, etc., as a means of demonstrating subconscious values held by the individual. In comparing students' reactions it will be clear how large a role is played by one's perceptions of "reality". (You might consider preparing Rorschach-like ink blots and using these in a similar manner.)

4. Discuss the problems inherent in language itself, i.e., we tend to attach labels to things in order to facilitate communication. In the process, however, we often oversimplify until the very communication we sought is lost to us. After we have resolved to our satisfaction what is "good" and "bad" behavior, we are left with the truism that all good guys have some bad in them, and all bad guys some good.

5. Give a brief lecture on point of view in life--and in literature as well. Role playing is effective in giving the other person's point of view. Thurber gave us Walter Mitty from Mitty's perspective. How would Mitty appear had his wife's perspective dominated the story?

6. Show films like Where is Prejudice? or Brotherhood of Man (county films) to demonstrate the lasting impact made by one's race in determining many of the values held by members of that race.

7. Invite a human relations expert to visit the class to discuss with them the problems involved in perceiving other people's values. How can we bypass our own--in order to "walk around in the other guy's shoes"? You might ask that your expert come armed with exercises (games) for students to experience at a nonintellectual as well as at an intellectual level.

8. Invite a foreign person--perhaps you might wish to phone one of the consulates in Miami--and ask the visitor to talk about the values to which his countrymen adhere. Students could prepare questions in advance about such things as parent/child relationships, education, work, standards of living, etc. that the visitor should be prepared to answer.

9. Discuss the way one's physical appearance affects one's perceptions. Ask the class to consider the way figure faults, skin eruptions, etc., affect the teenager. Tell them about the dramatic behavioral improvements shown by institutionalized mental patients when women had their hair done and/or were given cosmetics to use. Convicts have also shown remarkable improvements in personality when surgery corrected disfiguring features or eliminated scars.

C. Students will distinguish between man's responsibility to himself and to society.

1. Several years ago, in New York City, a young woman was murdered in full view and hearing of some twenty people. No one came to her aid; no one even called the police. Uninvolvement was--and is--the name of the game. Discuss the behavior of these people with the students. Consider, for example, such questions as:

   a. Should one become involved in this sort of situation? Why? Why not?
   b. What are the moral ramifications involved?
   c. What do we owe to ourselves? To our loved ones who may be directly or indirectly affected by our behavior? (Tell students about the difficulties many doctors have had when they give aid to someone in an emergency situation when that person suffers further injury or dies).
   d. What are the social and psychological implications inherent in the fact that we have to consider the dangers of involvement at all? What does this reveal about our culture? Our times?

2. Show filmstrips like <u>Interrelationships for Survival</u> (county film), and read Donne's "No Man Is an Island."

3. Identify those areas in which we are indisputably our brother's keeper. How does this square with contemporary ideas of noninvolvement?

4. Every literary genre has dealt with parent-child themes, but there has rarely been an era when the gap between the two has demanded more attention. Discuss briefly the relationship between parents and children--the fact that, having given life, parents often expect much in return. What do students feel they owe their parents? And what do they think their parents owe them?

5. Thoreau believed that "that government is best which governs least". Today we have what many people believe is too much government, that America's cherished tradition of the rugged individualist is being trampled with every piece of legislation--especially welfare legislation. Songs like "Welfare Cadillac" get a big play on radio stations and newspapers are crammed with critical articles. Yet the Bible--and Western tradition--teach us to be charitable to those less fortunate than ourselves, to be compassionate in word and deed. How are these conflicting sentiments to be resolved? Invite class discussion and suggest that students interested in pursuing such social problems might wish to do some independent research.

6. Among the responsibilities, the allegiances men feel they owe, is that of loyalty to country. Give a brief lecture on Western concepts, especially those that have come to us from Greek civilization. (See Plato's Apology and Crito) Discuss traditional American ideas as well, including the right to dissent. (See "Declaration of Independence", "Civil Disobedience") Ask students to consider contemporary protest movements: What kind of behavior is justifiable and what kind is not? Filmstrips such as those in the Literature of Protest series (Guidance Associates) will help students gain perspective. Discuss the responsibility of the individual in defining patriotism for himself, duty as he sees it, etc.

D. Students will analyze the unique problems of women as revealed in literature.

1. Since women experience special problems because of their role in society, which varies according to the era and the society, their inner struggle manifests itself in ways peculiar to that role. The teacher should review in an introductory lecture the history of the subordinate role of women with its resultant psychological traumas and sociological consequences.

   The teacher will find in Voices from Women's Liberation excellent source material on the women's protest movement. Particularly good are the quotations from some of the early suffragettes which would enable the student to understand that the struggle for women's rights is not a recent phenomenon. The inner struggle is graphically presented in many of the observations. It also contains a list of Feminist organizations, journals, and newspapers.

2. Resource people could include members of the Women's Lib movement, psychologists who are particularly sensitive to the problems of women, career women and members of organizations opposed to the platform of Women's Lib.

3. The teacher should examine a copy of The World in Vogue, a pictorial and editorial review of people and events from 1893-1963. It is recommended as a source book on styles, changing customs and manners and of history in the making. For instance, the article on sky-sailing reports that at the turn of the century, some women had taken up ballooning as the fad of the hour and the next article describes "The Progress of the Flying Machine" and states that Wilbur Wright had already taken up six women in his airplane. The articles might be used to suggest that there have always been women who were adventuresome and courageous.

   Some of the fashion drawings and photographs might suggest inspiration for adapting the styles for present day wear. Since many of our top designers are men, the project should

not be confined to girls. The project might be solely pictorial or it could be developed into a full-fledged contest or fashion show. Women's Wear Daily is another source of information on current fashion. The theme might be the psychological effect of changing fashion. Is there any significance to today's rapidly changing styles? To the almost masquerade-like costumes? One can dress like a cowboy, an Indian, a peasant. Is today's fashion a search for identity?

Because Vogue reported the society of the wealthy, a counter research project is suggested; what were the conditions of the average woman during any particular period; the lower class woman?

On page 87, there is a photograph of Ethel Barrymore as Marguerite Gautier in a 1918 version of Alexandre Dumas Fils' "La Dame aux Camelias", which can be used as an introduction to the play, the opera La Traviata by Guiseppe Verdi, or, hopefully, Greta Garbo's movie Camille, which might be arranged through one of the television stations or the Mini Art Cinema on Miami Beach. The story of Camille may be used to illustrate some of the problems women have faced through the centuries.

4. As woman struggles toward self-discovery, man necessarily redefines his role, and once more the traditional patterns are upset. What will replace them? What is woman? The students will have studied women's role in the past; they should examine her role today. She, perhaps even more than man, is drifting in a sea of uncertainty in this changing world. The teacher should help students isolate some of the choices women must make.

E. Students will relate the current manifestations of man's loneliness and alienation to various kinds of psychological phenomena.

1. The teacher should discuss with the class the various types of withdrawal which can lead to loneliness and alienation. Distinctions should be drawn between the two reactions. "Loneliness" in general is an involuntary state; "alienation" suggests a reaction on the part of the individual.

The teacher may discuss the lonely person as in Marty, by Chayefsky, the person who is alone but not lonely, as is Richard Byrd in Alone, the withdrawn personality, as in I Never Promised You a Rose Garden or Dibs In Search of Self, and the aggressively alienated individual as depicted in such novels as Catch 22 by Joseph Heller or as in Steal This Book by Abbie Hoffman. In addition, if desired, the teacher can go into the whole protest movement, juvenile delinquency and crime, or the alienation between groups, generations, societies, drugs, etc.

Loneliness has always been part of humanity; today's society seems to have more than its share of alienation.

2. The teacher may invite visiting consultants, e.g., psychologists, sociologists, people who have worked with delinquents or drug addicts.

3. Since existential writings reflect the key themes of our times, loneliness and alienation, these writings can be used in discussing man's inner struggle, especially with the more advanced student. The use of the term "anxiety", for instance, deepens our awareness of man's separation from himself, from society, from the universe. Some of the causes for this desperation are held to be the loss of firm belief in some higher being, the technological society, war in our living rooms via the electronic media. In any case, disjointed writing, theatre of the absurd, sadistic and masochistic behavior all reflect the terrible sense of aloneness. We suggest, particularly, the use of the writings of Sartre and Camus as artists who have achieved prominence in expressing this sense of loss.

4. "It is one of the major paradoxes of our time that the best educated and the most sophisticated generation of young Americans in history should seriously believe not only in astrology but also in areas of the occult like palmistry, numerology, tarot cards and witchcraft" wrote Thomas Meehan, in his article "The Flight from Reason". (Horizon, Spring 1970, Vol. XII, No. 2, pp 5-19). We suggest that the teacher use this article as the basis for a project in which students investigate the various areas of the occult and at the conclusion of the investigation, write a paper on why they think young people are interested in it. Is it a flight from reason, as Meehan suggests, a withdrawal and alienation from a materialistic society?

F. Students will predict some of the problems (and possible solutions) to be faced in the future both as an individual and as a member of society.

1. The teacher will suggest, with the help of the students, some of the problems which we may face as a society. Obvious examples are, of course, catastrophic war, pollution, overpopulation, drug abuse, generation gap, etc. Help students understand the part the individual must play as a member of his society. "If you are not part of the solution, you must be part of the problem," is one way of presenting the theme.

2. Discuss the fact that one of the major difficulties in these times of rapid and sudden change is the inability of the individual to cope with his environment. The way of life to which he is accustomed changes beyond recognition in comparatively brief periods of time. Young people,

particularly today's young people, adapt quickly to change. However, because their value systems are not yet fully developed, and because they are caught up in adolescent problems, they, too, need some sense of form and structure.

3. Tell students about Margaret Mead's Culture and Commitment in which she asks the question: "To what past, present, or future can the idealistic young commit themselves?" Dr. Mead points out that in this century there is a new note: "Can I commit my life to anything? Is there anything in human cultures as they exist today worth saving, worth committing myself to?"

   Perhaps this is only the old question asked by man in every time, in every place: "Where am I going?" He asks too, whether he wants to go there. The answers will likely be very different from those given in the past. And at least part of the answer will depend on the inner struggle taking place in each individual.

4. The crime rate has been going up steadily. The movie and the book Little Murders, by Jules Feiffer is based on the idea that we will all soon live in armed fortresses as in the Middle Ages. Working in several groups, the students might research the period following the downfall of various civilizations: the Greek, the Roman, the Egyptian. A particularly helpful research project might be the breakdown in law and order that occurred in the last days of the Roman Empire. Students should attempt to relate their findings to today's changing society. Another group of students might research past and present prison systems. A third group might read Ramsay Clark's Crime in America and react to his statement, "Crime reflects the character of a people." Another group might read Karl Meninger's analysis of crime and his suggested reevaluation of its meaning.

5. A suggested project is the planning of a Utopian society. Students might read some of the books written on the subject, from Thomas More's to those of today's writers. Groups should work to integrate their ideas about what such a society would be like by answering such questions as, How would it be governed? Who would do the work and how much work would be needed? What would family relationships be like? What would people do with their leisure time?

6. The teacher might lecture briefly on the difficulties of accepting change and the necessity for its acceptance in a rapidly changing world. The students may then examine how man has reacted to change brought about by a) radical departures from traditional thought by great scientific thinkers such as Copernicus, Newton, Darwin, Einstein, and Freud; b) death; c) technology; and d) war. From studying how these kinds of change have affected mankind through the

centuries, students would be expected to relate their own feelings and thoughts about contemporary change-producing events and to analyze the reasons behind the reactions to change that people today have.

G. Students will discuss critically the assumption that man has the ability to triumph over many obstacles, to wrest victory from seeming defeat.

1. Play some of Beethoven's music written after he had become deaf, or the music of some other composer, e.g., Chopin, Mozart, who wrote in spite of illness and difficulties of various kinds. Beethoven's Fifth Symphony might serve to introduce some of the heroic events which took place during World War II, e.g., during the Resistance Movement in France, Norway, Denmark, or in German concentration camps.

2. Show reproductions of the great art of Michelangelo, Vincent Van Gogh and others who did not allow discouragement or even mental illness to keep them from contributing to the enrichment of all mankind.

3. Use selections from Plato's Phaedo to introduce the theme of individual courage in the face of death.

4. Emphasize the idea that true freedom lies in our ability to choose the constructive path in life and to live fully instead of becoming discouraged by difficulties, giving up, ultimately, in despair.

IV. LEARNING ACTIVITIES

A. Students will examine some of the problems involved in the struggle for self-knowledge.

1. Make a collage from pictures in newspapers and magazines and introduce yourself to the class by using the collage to explain yourself through the symbols contained thereon.

2. List, in order of importance, the characteristics that most clearly identify you. There should be a minimum of six, both favorable and unfavorable, combined in arbitrary ratio. Discuss the implications of the hierarchy you have developed.

3. Everyone has moments of self-flagellation, moments when dissatisfaction with oneself reaches unendurable depths. At those times we often wish we were very different from what we are. Write--or act out--a brief, two part dialogue in which the self you are comes into conflict with the self you would like to be. (In acting this, a prop, such as an empty chair--can be very helpful.)

4. Many authors have used an adolescent as their protagonist in order to explore the processes of acquiring a developed

self. Read either Catcher in the Rye (Salinger) or The Heart is a Lonely Hunter (McCullers) and measure your own inner struggles against those of the central character.

5. Read the short story, "A Christmas Memory" by Capote (The Literature of America) and recognize the pitfalls involved in trying to discover oneself through the scrim curtain of memory.

6. View the filmstrips Your Personality: The You Others Know (Guidance Associates). Write a series of short parapraphs about yourself as if they were written by your mother, friend, teacher, etc.

7. View the film Development of Individual Differences (County film) and gather data about the effects of both heredity and environment in shaping the individual. Discuss the relative impact of each and the difficulties of deciding which is most important.

8. View the film Common Fallacies about Group Differences (McGraw-Hill) and cite evidence for the contention that culture is the basis of the variations found in human behavior.

9. According to Alan Watts there is "... an unrecognized but mighty taboo--our tacit conspiracy to ignore who, or what, we really are." (The Book: On the Taboo against Knowing Who You Are) He continues: "We are ... in urgent need of a sense of our own existence which is in accord with the physical facts and which overcomes our feeling of alienation from the universe." Watts seeks to identify the self with the universe. (His)... "thesis is that the prevalent sensation of oneself as a separate ego enclosed in a bag of skin is a hallucination which accords neither with Western science nor with the experimental philosophy-religions of the East ...". Read the chapters: "How to Be a Genuine Fake", "The World Is Your Body", and "It". Examine the ideas carefully.

10. Read a book that might be labeled "microcosmic", i.e., one in which many representative characters are thrown together to act out their hour upon the stage as best they can. Students should investigate the behavior of the characters as well as the author's own view of human nature as evidenced by his plots and themes. Some suggested titles are: Grapes of Wrath (Steinbeck), Lord of the Flies (Golding), Ship of Fools, (Porter), The Open Boat (Crane.).

11. View the film Oedipus Rex: The Age of Sophocles (County film). Apply the classic Greek answers to the questions: "What is Man? Why is he here?" to current concepts of man.

12. Read Wordsworth's "Ode on Intimations of Immortality" (p. 53, Poets and Critics) and attempt to justify the poet's

suggestion that we have lived before and that our current understanding merely reflects our remembrance from past lives. Do you agree that our death is "but a sleep and a forgetting"? Discuss.

13. After discussing the nature of conscience, view the film The Conscience of the Child (County film). How do psychologists conceive of conscience? Do you agree with them?

14. Read some short stories in Part 2: Problems of Conscience (Ideas and Patterns in Literature II). Estimate the extent to which conscience determines behavior. Write a short story in the first person relating some dramatic incident involved with conscience. The incident around which the crisis revolves should not be paramount; the important thing is the way you, as protagonist, feel about it.

15. Listen to the discussion, conducted by a leading psychologist, on guilt feelings and the harm caused by "excessive and unnecessary guilt." (Understanding People-Center for Cassette Studies). Apply what you have learned to your own feelings.

16. Listen to Karl Menninger, psychiatrist, discuss human nature, illness and therapy as well as unconscious motives ... tendencies to self injury ... neutralizing hates and loves. (Focus on Karl Menninger-Center for Cassette Studies). Relate his remarks to other things you have learned about yourself thus far this term.

17. Read The Adventures of Huckleberry Finn and analyze Mark Twain's statement that the theme of his story revolves around Huck as an example of a deformed conscience coming into contact with a sound mind.

18. Eastern philosophies-religions stress the importance of internal rather than external voyages of self-discovery. Look up one of the following and write a brief report of their major tenets, specifying the assumptions upon which they base their ideas: Buddhism, Hinduism, Taoism, Confucianism, Shintoism.

19. Having discussed the ways in which people seek to understand themselves, i.e., explore the self through meditation, drugs, escape, the occult, etc., justify Montaigne's contention that, since the traveler must take himself with him wherever he goes, a mere change in physical surroundings is worthless. Write a satiric skit that has, as its central character, a quixotic fool, dashing around, discovering (or failing to discover) that, in the end, he is still the same man he was at the beginning.

20. As you know, many young people are seeking themselves through hallucinatory experiences by using various drugs, etc.

Set up a debate in which two carefully prepared teams argue the wisdom of drugs or alcohol as an avenue to self-knowledge.

21. In Siddhartha, Hesse tells the story of the young Indian who "must work out his own destiny and solve his own doubt ... to final renunciation and self-knowledge." Read Siddhartha and analyze the problems involved in his attempt to find a viable philosophy.

22. Rather than individual quests, many of today's youth are joining communes or traveling in loosely organized groups. Read newspaper and magazine articles about these groups and bring them to class for discussion. Justify their behavior.

23. Read John Keats' essay "On Running Away" (Protest: Man Against Society) and consider his existential conclusion that "no matter how much we share with all mankind, each of us is bitterly alone". Defend his position in an essay of your own.

24. One of the ways in which we discover ourselves is by surviving difficult situations. Read one of the following short stories: "In Another Country" (Hemingway-Man in the Fictional Mode-4), "Two Soldiers" (Faulkner-Adv. in American Literature), "Early Marriage"(Richter-Adv. in American Literature), "Sixteen" (Daly-Adv. in American Literature). Describe the changes you observed in the key figures.

25. View the film Hamlet: The Readiness Is All (County film) and discover the ways in which Hamlet discovers himself through his experiences.

26. Read Lawrence's autobiographical Sons and Lovers and deduce whether the author understood himself as he examined his early life. Support your contentions.

27. Read an autobiography of anyone that interests you, e.g., Malcolm X, Bertrand Russell, Mark Twain, Joan Baez. How well do you think the writer understands himself? Write a critique in which you estimate the quality of the insights demonstrated by the author. Use examples from the text.

28. Draw (or paint--or sketch) a caricature of your outer self. Draw your inner self. (Artistic ability is unimportant.)

29. Read Frost's "The Road Not Taken" (p. 258-Adv. in American Literature) and discuss the alternatives open to man. What is the wisdom of taking the "road less traveled by"? Can you ever retrace your footsteps? How well do you have to know yourself to make "right" decisions along the way? What are some of the consequences of inaccurate self-knowledge?

30. How much of a "choice" do you really have? How really "free" are we--free in the sense of being uninfluenced by anything outside of us--free even of genetic influences, of psychological influences? (Interested students may volunteer to research the ideas of well known existentialists. They might also wish to examine ideas contending that freedom of will is severely limited by circumstances beyond the control of the individual, and that freedom of choice is more illusion than reality. The card catalog should yield necessary information. See especially: "determinism", "free will", "existentialism", Sartre, Heidegger, Russell, etc.)

31. Read The Mysterious Stranger by Mark Twain. Discuss critically the deterministic philosophy he expounds as well as his concept of the "moral sense". What are the implications in his suggestion that life is, after all, only a dream?

B. Students will explore the effects of individual and cultural differences in the formulation of a value system.

1. Students should list their hobbies, their likes and dislikes, pet peeves, heroes and heroines (contemporary and historical) and discuss any developing patterns they perceive in comparing their lists with each other. What do their choices demonstrate in terms of real and fancied values?

2. One of the ways we can learn about the difference between what we say and what we do is through the way we spend our money. Students can investigate statistics on American expenditures on cosmetics, education, liquor, entertainment, medical research, armaments, etc. Their findings can be used in conjunction with their knowledge of America's value system.

3. Another way of tunneling in on our values is through responding to pictures. Given an "open" picture to study, write a brief, anonymous response to it. (See Stop, Look, and Write). Students should classify their responses in accordance with what is perceived in the picture. (Page 110 could make an excellent posttest as students read the devastating responses to the Negro man pictured on page 111).

4. Given an abstract painting (Mondrian, Pollack, Kandinsky, etc.) or ink blots, etc., respond to it by writing a skit in which the viewer and the "artist" debate its meaning and its merits.

5. Look at a picture--or a series of pictures--displaying a clown, an old person, a policeman, a teen-ager with acne, a chubby child, etc. Write a character sketch describing the person's inner thoughts, conflicts, fears, attitudes.

6. Volunteer students might role play a character as different from himself as possible. In the new role, the student should take a position justifying his new set of values. Examples: parent and teen-ager, long-haired student and teacher, girl-friend and boy-friend.

7. Read the lyrics to "You've Got to be Carefully Taught" and/or listen to the South Pacific record. Do we have to be taught prejudice? Or are we born with specific likes and dislikes? How do little children learn? As a project, each student may undertake the observation of a child between the ages of two and six and keep a diary of his observations. Notice especially when you think the child's behavior is similar to his parents'. Notice "your" child in group activity and ascertain his likes and dislikes. Try to analyze his behavior. (lyrics in Accent: America Reads, p. 583)

8. Read Steinbeck's Travels with Charlie in which the author reacts to the national scene. Interpret the values he discloses. How much are his perceptions colored by his own point of view? How much of what he says seems objective? And how much does your own reaction demonstrate something of your point of view?

9. Read "We Aren't Superstitious" (Benet, p. 100, Accent: America Reads) and compare the beliefs of the Salem Village of the 1690's to our current attitudes. How much progress have we made since then? What are our present superstitions? Why do we find it so much easier to recognize superstitions--or other human frailties--when they happened in the past? Might this be why the contemporary myths we live with are not often recognized as myths at all?

10. Read a current issue of National Lampoon, Mad Comics, etc. What are the values at which they poke fun? Are they right? Do they go too far? How did you arrive at your judgment? Contrast their views with the ones you find in more typical magzaines such as Time, Look, New Republic, etc. Prepare a cartoon to illustrate the ludicrous nature of some value rigidly adhered to by someone, or some group you think ridiculous.

11. Bring in a newspaper or magazine article that demonstrates values held by a group with whom you disagree strongly. Justify your opposition to them and then attempt to justify their attitudes.

12. Listen to "Little Boxes" as recorded by Pete Seeger (The Listening Library). Write a ballad that reflects the song's concept of people and houses and values made out of "ticky-tacky". (See lyrics in Songs That Changed the World). Later, have students consider the parody that was written using the same theme but using "beatniks"

(or today's hippies?) as the butt of the satire. Is the reaction any different?

13. Two students might set up a well-rehearsed argument which can be performed for the class. Students write down their observations, especially those things which seemed very right or very wrong. Viewpoints will be shared, with the actors also giving vent to their feelings at the end.

14. After watching an action type movie or television show (western, detective, etc.), discriminate between the good guys and the bad guys. What kind of behavior do we consider good? Bad? Could the roles have been reversed given somewhat different circumstances? What are the "grays" in between?

15. Read Steinbeck's The Pearl. Distinguish between the values held by the various characters at the beginning of the story and those held by them at the end.

16. After studying the poem, "The Unknown Citizen" (Auden, Adventures in English Literature), write a satiric poem in the same vein, demonstrating some of the current values held by technologically sophisticated societies.

17. Listen to Simon and Garfunkel's recording of "Richard Cory" and/or read Robinson's poem (Adventures in American Literature). Propose reasons for Cory's suicide and for the reactions of the people. What value systems are apparent?

18. Read Maugham's short story, "The Verger" (Adventures in English Literature) and examine the theme that one can become a financial success with little or no education. Specify the assumptions made in the story that formal education is of relatively little importance. Consider also whether the author has possibly revealed his own anti-intellectual values.

19. Read "Ozymandias" (Shelley, Adventures in English Literature) and/or "Four Preludes on Playthings to the Wind" (Sandburg, Accent: America Reads). What do the poets think of time and of man's ambitions? Do you agree with them?

20. Read Browning's "My Last Duchess" (Poets and Critics). Contrast the values held by the Duke, the Duchess, and Browning himself.

21. Having read a book with a handicapped protagonist, e.g., Down All the Days, Helen Keller, The Hunchback of Notre Dame, etc., the student will estimate the effect of handicaps on the perceptions and values of the protagonist.

22. After viewing the film, Cyrano de Bergerac (county film)

write a sequel in which Cyrano has a new and beautiful nose.

23. Read "Phizzog" (Sandbury, p. 36, America Reads). Analyze the importance of those characteristics that were "handed to you" as raw material.

24. Read a book by a deeply religious writer, e.g., The Nun's Story, The Chosen, etc. and recognize the role played by one's religion in the formulation of values.

25. Read Alfred Kazin's "From the Subway to the Synagogue" (Man in the Expository Mode-4, p. 35). Differentiate between your experiences and those of the writer.

26. Read "The Atlanta Exposition Address" (Booker T. Washington, p. 10, Booker T. Washington and His Critics) and W.E.B. DuBois' "Of Mr. Booker T. Washington and Others" (p. 33, same source). Identify the variables resulting in the very different outlook these two great black leaders expressed. Some questions to be considered might include: How much impact did the former's being born a slave influence him? The latter, a Harvard graduate? Could either man have perceived of his role differently? Who was "right"? Was Washington an opportunist? Did DuBois' comfortable circumstances destroy his own chance to understand Washington?

27. Read autobiographical books by black writers, e.g., Soul on Ice, Yes, I Can, Nigger, etc. Recognize the dichotomy between white middle-class American values and those expressed by the author.

28. Read Native Son, The Invisible Man, Go Tell It on the Mountain or some other book by a black writer and generalize from the data given in the book the way one's race affects the development of values.

29. View the film Where is Prejudice? (county film) and discover your feelings and understandings as a result of seeing it.

30. Interview a foreign person, a person of another race or religion, and propose reasons for the way his (her) ideas are like and/or unlike your own.

31. Write a fable, using animal characters to symbolize people. The animals must believe strongly in certain "myths" and there must be a moral at the end of the story.

C. Students will distinguish between man's responsibility to himself and to society.

1. Everyone has to make choices involving his responsibility to himself and to others--to family, friends, country, etc. What are some of the factors influencing a person's decision? Can selflessness ever be selfishness in disguise? At what point does selflessness become a mere ego trip for the martyr type? Describe what you consider to be reasonable limits of responsibility for a person your age--to yourself, to your parents, to your friends, to your country? What are their responsibilities to you?

2. Investigate another culture's concept of individual responsibility. Research among philosophic teaching of oriental leaders such as Confucius, Lao Tzu, Buddha--or consider Western ideas of men like Plato, Aristotle, etc. Prepare a brief paper on your findings and present orally to the class.

3. After reading a series of quotations about man's responsibility to his fellow man, classify these statements as to whether they are realistic or idealistic and support your ideas. Examples of such quotations:
   "Be ashamed to die until you have won some victory for humanity". (Horace Mann)
   "We have no more right to consume happiness without producing it than to consume wealth without producing it". (George Bernard Shaw)
   "I shall pass through this world but once. If, therefore, there may be any kindness I can show, or any good thing I can do, let me do it now; let me not defer it or neglect it, for I shall not pass this way again." (Etienne de Grellet)

4. Study the Ten Commandments and then read Arthur Clough's parody, "The Latest Decalogue". How seriously should the first--or the second--be taken by the current generation? Describe your reactions orally.

5. One of the commandments states that one should "honor thy father and thy mother". Eskimos put their old parents to death because they believe that the old ones are going to a better life. Can this be a form of honoring? Discuss.

6. Read one or more plays dealing with interrelationships within the family. In each of the following, as in many other plays, the people show many different kinds of understanding of what they "owe" to their relations. See: The Little Foxes (p. 3) The Glass Menagerie (p. 268) and Albee's "The Sandbox" (p. 356). All are contained in The American Experience: Drama which has an excellent introduction to each play, and interesting discussion questions following each.

7. Write a satire ridiculing self-sacrifice which you believe has been carried to ludicrous extremes. Some possibilities for the main character might be "supermom", the possessive fiance, the rich uncle.

8. Listen to a rock opera such as Jesus Christ Superstar and describe the way modern interpretations of Jesus differ from traditional ones.

9. In all societies there are those who are said to "listen to the sound of a different drummer". For people like these, the choice of commitment is more academic than actual, for they seem to be compelled to follow a given direction. Read some selections about such individuals, e.g., "The Sculptor's Funeral" (Cather), "A Different Drummer" (Thoreau) in Ideas and Patterns in Literature III. Examine the character of such men.

10. Read some short stories that revolve around the question of personal commitment, such as "The Strange Death of Louis Slotin", "A Father", "Thank you Ma'am", "The Good Samaritan", in Ideas and Patterns in Literature I.

11. Read Pearl Buck's "The Enemy" (US in Literature). Recognize the inner struggle faced by the doctor who must decide where his greatest responsibility lies: his country--or the life of an enemy "patient". Would you have acted as he did in the same circumstances?

12. Read An Enemy of the People (Insight: The Experience of Literature and decide whether the protagonist is psychopathic in his determination to stand alone in the face of impossible odds. (Robert Lindner, in Rebel Without a Cause, says that there is a point at which rebellious behavior, i.e., that behavior which is contrary to the expectations of a particular society, can be considered psychotic--antisocial to a lunatic degree.)

13. In "Death of the Hired Man", Frost considers differing ways with which people respond to someone in need. (Adventures in American Literature). Students might write a similar story-poem in which they illustrate the quality of either selflessness or selfishness winning.

14. View filmstrips Personal Commitment: Where Do You Stand? (Guidance Associates). Analyze the considerations to be made before one assumes a specific kind of responsibility.

15. Read a novel that stresses a protagonist's dedication to others, e.g., Arrowsmith (Lewis), The Idiot (Dostoyevsky) Tale of Two Cities (Dickens). Distinguish between the attitudes of the protagonist and the attitudes of those surrounding him.

16. Interview a person in a "responsible" position, i.e., a clergyman, doctor, business executive, teacher, etc., and ask him (her) how they view their societal responsiblities. Interpret their comments for presentation to the class.

17. Estimate the degree of "responsibility"--of charity--displayed in Welty's "A Visit of Charity" (Literature of America-Volume 3).

18. Discuss the major themes in Emerson's "Self-Reliance" (US in Literature). Consider especially his admonition to the reader: "... do not tell me ... of my obligation to put all poor men in good situations. Are they my poor?" (p.252) Do you agree with Emerson? How do his remarks fit in with biblical admonitions about charity? About being "thy brother's keeper?" Justify the position that you take. (You may also wish to read "But the Greatest of These is Charity" I Corinthians 13 (Adventures in English Literature).

19. After viewing the filmstrip, The Welfare Dilemma (Guidance Associates), estimate whether "poverty is the fault of society or the fault of the poor themselves." (See p. 13 in Discussion Guide).

20. Read newspaper and magazine articles on various family assistance plans. How would you compare the individual's responsibility to the state with the state's responsibility to the individual? (Recently there have been a proportionately large number of professional people, especially engineers, who have gone on welfare as a result of space cutbacks, etc. Do such people have a right to welfare or should they accept any job temporarily?)

21. Do a series of improvisations. Some suggested situations:
    social worker visiting welfare family, six children, no husband ...
    wealthy matrons at a charity ball discussing the recipients of the largesse ...
    mother on welfare coming to the welfare office to collect her weekly check from the secretary...

22. Listen to The Trial and Death of Socrates (Listening Library) and/or see the film Greeks: In Search of Meaning (Media Center-Florida State University). Discuss critically Socrates' arguments regarding his responsibility to the people, to the law, and to the government of Athens.

23. Read Thoreau's Civil Disobedience (U.S. in Literature and/or see the filmstrips entitled Civil Disobedience (Guidance Associates) and synthesize the ideas expressed with regard to the duty to disobey rules in a nonviolent way when those rules conflict with one's own code of morality.

24. View the film Mahatma Gandhi (county film) and compare his ideas with those of Dr. Martin Luther King, Jr. How effective would you judge their ideas to be in terms of making significant changes in their respective societies?

25. Set up a debate in which one side argues that the individual does not have a right to set himself up as "judge", thereby assuming the right to try and convict his government. The other side, of course, will argue in favor of the individual conscience as the higher "law".

D. Students will analyze the unique problems of women as revealed in literature.

1. Examine the different problems of growing up as either a girl or a boy.

2. Draw, photograph, paint or cut out appropriate pictures from magazines portraying girls and women in various poses. Mount them on cardboard and label on the back the images you believe are expressed. The rest of the class will write down their impressions on separate sheets. Discuss the results; for instance, which images were the most easily identifiable? Which the least? Why?

3. Have students volunteer to examine magazines such as Ladies Home Journal, Good Housekeeping or other magazines primarily published to appeal to women. Then do the same for such men's magazines as True, Argosy. List the differences in the kindsof articles published. Make another list of articles in each magazine that might be of interest to both sexes.

4. Read "What McCall's readers think about women's liberation," and report to class. Students examine the various opinions.

5. Examine some of the popular magazines such as Playboy, Modern Romances, True Confessions, Harper's Bazaar. Do these images "create" women or merely reflect them? What attitudes are revealed towards women?

6. Examine some foreign magazines, e.g., from Israel, France, the Soviet Union. (Many of these are easily available from well-stocked drug stores, etc.) Compare the images of women discovered in these magazines to those you have noticed in American magazines, e.g., sex symbols, pampered darling, etc.

7. Role play "male" and "female" roles. A boy and girl may volunteer to play each other's parts, given a set of circumstances. Example: first date, early marriage, argument about in-laws, children, wife's decision to work, etc.

8. Compare the girls in Pride and Prejudice by Jane Austen to the girls of today. Point out the strategies (wiles) they used to achieve marriage, the only respectable goal for women of the period.

9. Examine the role of women in history, e.g., Theodora and her influence on Christianity, ideas on reincarnation, Eleanor of Aquitaine and her cultural contributions, Aspasia's influence on Pericles. Analyze the quality of their contributions. Why have there been so few?

10. After reading Madame Bovary, decide whether Madame Bovary was most influenced by her social environment or her emotional nature. Defend your decision.

11. After reading the poem "Harriet Tubman" by Margaret Walker (People in Poetry), relate her Underground Railroad for slaves to escape to Canada to the movement across the border today of young men eligible for the draft. What, if anything, do they have in common?

12. Read about the ideal wife: Proverbs 31. Restate the requirements for an ideal wife in modern terms. Identify the variables.

13. The ideal Nazi woman was required to center her interests in the kitchen, her children and church. Some members of Women's Lib believe women should be freed from all three. Students will volunteer to prepare arguments for both extreme positions and for the middle ground. The class will decide which position is justified best.

14. Working in two groups, students will read the plays Antony and Cleopatra by Shakespeare and Caesar and Cleopatra by George Bernard Shaw. Contrast the two descriptions of Cleopatra. Write skits in which Cleopatra speaks for herself.

15. Become one of the famous women in history. Write a diary.

16. In Generation of Vipers, Philip Wylie coined a new word, "momism", which described the kind of mother who dominates her children and renders them impotent in all aspects of their lives. After reading his chapter on "momism", write a skit in which such a woman defends her actions to her child. Reverse roles. Did the role increase your understanding of the type? Did she arouse your sympathy? What was your reaction in the role of the child?

17. After reading Anna Karenina by Leo Tolstoy, write a modern ending. Do you think it would differ from Tolstoy's Why?

18. After viewing some outstanding women on television, Aline Sorrenson, Pauline Fredericks, etc., predict the role of women in television in the future. Examine your reaction to women commentators.

19. After reading Edna Ferber's Giant, or Giants of the Earth by Rolvaag, generalize from data the role of the pioneer woman.

20. After viewing The Suffragettes, relate the movement to today's protest movements. Since women today have the vote and yet many do not seem satisfied or do not vote, it may be that the right to vote is not as important as the suffragettes believed it was. Formulate a hypothesis to explain this situation.

21. After investigating the lives of one of the early feminists such as Lucretia Mott, Elizabeth Stanton, Sojourner Truth, Lucy Stone, etc., explain her views to the class.

22. "I think that between the Negroes of the South and the women of the North, all talkin' about rights, the white men will be in a fix pretty soon," said Sojourner Truth, a Negro anti-slavery leader who died in 1883. Relate her comment to the civil rights movement of today.

23. Walter Karp presents a man's view of the Feminist Movement in his article, "The Feminine Utopia." (Horizon, Vol. XIII, No. 2, pps. 5-13). Write an argument for or against his statement.

24. "The prolonged slavery of women is the darkest page in human history," says the introduction to The History of Women Suffrage, published in 1881. (Voices from Women's Liberation, p. 13). Write an argument for or against this statement.

25. Many writers have discussed "the woman as nigger" since, in her role as second class citizen, she has endured similar degradation. Discuss.

26. One bill for equal rights has been before Congress every year for forty years. Why is there such resistance to it? Discuss critically. Why did the suffragettes' fail in their effort to "free" women? Why should it be necessary to have women's lib at all?

27. After reading Ashley Montagu's The Natural Superiority of Women, discuss critically the biological points he makes. Does the fact that the book is written by a man influence your attitude toward it?

28. Read Sophocles' Electra and Eugene O'Neill's Mourning Becomes Electra. There is a time interval of 2400 years

between the writing of the plays. Propose reasons for the differences and similarities. What statements are the dramatists making about woman's nature?

29. Many adults complain that they can't tell "if it's a boy or a girl". Suggest reasons for the development of the Unisex fashions. Do you believe it to be a passing fad or a significant development?

30. After reading "The Black Woman and Women's Lib" by H. H. King in Ebony (26; 68-70+ March, 1971), discuss the special problems involved.

31. After reading "Women's Lib: Mailer vs Millett," (Time, 97:71 Feb. 22, 1971), discuss the two views.

32. "The explanation of superior masculine performance lies chiefly in the way boys and girls are brought up. First, there is the influence of education and tradition. History is filled with the deeds of our great men. But men write most of the books..." This quotation is from an article in Senior Scholastic, February 5, 1945. Discuss critically the changes that have taken place economically and in the social position of women since 1945. Is the argument still valid? Was it ever valid?

33. A disproportionate number of boys seem to suffer emotional and mental breakdowns in childhood. Can you explain some of these difficulties by citing the differences in the way boys are brought up? (e.g., not allowed to cry, supposed to be tough, fight own battles, etc.) Does this suggest that Women's Lib might liberate men as well as women? Have students volunteer to debate the subject.

34. According to the Bible, Eve was created from Adam's rib: he, the male, was first. Furthermore, it was Eve, the woman, who brought down so much misery upon humanity. Write an essay defending or attacking Eve as primary villain. Does this image of woman still influence present attitudes?

E. Students will relate the current manifestations of man's loneliness and alienation to various kinds of psychological phenomena.

1. View the film The Quiet One and examine the environmental factors that contribute to Donald's loneliness.

2. Draw, photograph, paint, etc., something which you feel reflects loneliness.

3. Students will identify, by reading such selected literature as Marty by Paddy Chayefsky, Member of the Wedding by Carson McCullers, The Glass Menagerie by Tennessee Williams, the common characteristics that describe lonely people.

4. The class will write unsigned letters describing an imaginery teenager's problems with loneliness. Students will answer these letters picked at random and then discuss both questions and answers.

5. Bring in columns, such as that of Ann Landers, from newspapers and magazines and find possible reasons why people prefer to write to strangers rather than talk to a friend about their problems.

6. After reading Richard Byrd's Alone, examine the difference between being alone and loneliness.

7. Everyone talks about the soap opera; millions of Americans sob while they watch and the soap manufacturers laugh all the way to the bank. Examine their appeal. To whom do they appeal? Does the mother with the stacks of diapers and screaming youngster find solace in Mary's equally tiresome marriage? Does the senior citizen feel less lonely when the mother-in-law pleads her son's case?

8. Contrast "J. Alfred Prufrock" by T.S. Eliot (M A P, p 279) and "Richard Cory" by Edwin Arlington Robinson (M A P) in terms of attitudes toward life.

9. Listen to the record "Sound of Silence" and/or "Eleanor Rigby", each of which expresses the terrible loneliness that results from the inability to communicate. Examine the words on ditto sheets and attempt to write a similar song or poem that expresses the same theme.

10. After reading some poems about lonely people (e.g., "Unwanted" by Edward Field, "I, too, Sing America" by Langston Hughes The Poetry of the Negro, 1746-1970), examine your own feelings. How do you feel about these people? Do you recognize your own emotions in theirs?

11. After collecting blues records such as "Am I Blue", "St. Louis Blues", "All Alone", etc., compare the music and lyrics to today's popular music, such as "Sound of Silence", "Eleanor Rigby" etc.

12. After looking at Edward Munch's lithograph "The Cry", describe your thoughts and emotions in a brief essay.

13. James Baldwin, in his essay, "Fifth Avenue, Uptown", (Man Alone, pp 346-355) wrote, "It is a terrible, an inexorable law that one cannot deny the humanity of another without diminishing one's own..." Write an essay based on this idea.

14. Using such novels as A Member of the Wedding by Carson McCullers, The Travels of Jamie McPheeters by Robert Lewis Taylor

and The Reivers by William Faulkner, write a paper on The Adolescent in the Novel.

15. Read The Glass Menagerie by Tennessee Williams and predict what Laura's life will be in 20 years.

16. Discuss critically the statement, "Loneliness is the delusion that others are not lonely."

17. Read Muriel Rukeyser's poem "Effort at Speech between Two People" (M A P, 623). Write a brief description of the two people.

18. Read "The Death of the Hired Man" by Robert Frost. (M A P, 171) Frost defines home as "the place where, when you have to go there, they have to take you in." Give your own definition of home.

19. Students will discuss alienation by answering the following questions: a. What is meant by alienation?
b. In what ways do people become alienated?
c. How do alienated people behave?

20. After viewing the film, The Hand, list the ways it suggests invasion of privacy. Collect articles from the newspapers that you consider indicate invasions of an individual's privacy.

21. Critics have said that "the dominant theme of the contemporary novel is alienation." List reasons for this theme.

22. After reading novels written in the 19th century such as Oliver Twist by Dickens, Little Women by Louisa M. Alcott, contrast the lives of young people who lived then with today's young people. For instance, Cliver was alone and fell among thieves; Little Women takes place during the Civil War and the girls are deprived of the security of having their parents with them.

23. The protest movement involves many of today's youth. Using such books as The Strawberry Statement, by James Simon Kunen or Abbie Hoffman's Steal This Book, analyze and discuss the movement.

24 After viewing the film No Reason to Stay, discuss the reasons young people drop out of school. Suggest how they might be persuaded to stay in school.

25. After viewing the film Nobody Waved Goodbye, collect similar incidents from the daily newspaper and compare the Canadian teenager with his American counterpart.

26. When reality becomes too hard to bear, people retreat consciously or unconsciously. After reading "The Secret Life of Walter Mitty", write your own short story, weaving in and out from reality to unreality as James Thurber does.

27. "...youth today is rebelling against four centuries of repression, and exploitation." (J.H. Plumb., Horizon, Winter, 1971, Vol XIII, No. 1). Using Plumb's article, "The Great Change in Children," as a base, research his statement.

F. Students will predict some of the problems (and possible solutions) to be faced in the future both as an individual and as a member of society.

1. List inventions which you would like to see within a few years.

2. Design clothes for the 21st century or draw cars, planes or other technical devices you think might be in use in the 21st century.

3. After looking at the designs of Paolo Soleri's cities of the future in Horizon, (Autumn 1970, pps. 3-39), draw a city of the future.

4. Investigate the Israeli Kibbutz. List its strengths and weaknesses.

5. "I'm afraid to graduate because I don't want to go out into the world. People aren't people anymore. They're fake." Examine your own feelings about graduation. Write a short story about a teenager's dreams and fears of the future.

6. Read Langston Hughes "Florida Road Workers" (M A P). Discuss the mood. Is the road worker bitter or proud? List those occupations you would consider will still be essential in the future. What role will the computer play?

7. After reading Kenneth Fearing's poem "Readings, Forecasts, Personal Guidance", students will volunteer to investigate fortune tellers, astrologers, mediums. Gather data on the possibilities of fraud. Other students may follow the suggestion in the poem stated by the line, "The wonders that I have seen with my own eyes." (M A P).

8. Read selected science fiction from Jules Verne and H. G. Wells to today's writers and list predictions these authors made which have already come true.

9. After reading Edward Bellamy's Looking Backward, look back on your own life from the year 2000 and describe the changes.

10. Read "Future Shock" by Alvin Toffler, (Horizon, Spring 1970, Vol. XII, No. 2. pps. 82-89). Toffler suggests our world is changing so quickly we may not be able to cope with the problems we face. Analyze his argument.

11. Write a skit in which representatives of the preindustrial age, the industrial age, and the post-industrial age--all presumably living in the U. S. today--are discussing their attitudes toward some aspect of modern technology. (One example might be the social implications of the computer.)

12. Lewis Mumford in "Some Words for the Young", (Horizon, Autumn 1970, Vol. XII, No. 4, p.2,) says "... an active minority among the young are behaving as if a nuclear catastrophe had already in fact occurred. In their minds they are now living among the ruins, without any permanent shelter, without any regular supply of food ..." Discuss his argument.

13. Read "Locksley Hall" by Alfred Lord Tennyson (Adv. in Eng. Lit., p. 483), and identify those statements which seem to have predicted future events. Discuss the problems of precognition. Group students in accordance with their interests and abilities for research projects into precognition. Topics may range from collecting examples of precognition to in-depth research into theories of time and space.

14. Read Horace Gregory's "For you, My Son." (M A P). Write a letter to your future children in which you describe your generation to them.

15. Describe a situation in which only three out of eight indiviudals will survive, e.g., a shipwreck. Students will choose an occupation they believe is essential to the future and present their arguments. The class makes the final choice.

16. Contrast Brave New World by Aldous Huxley and George Orwell's 1984. Which do you predict is more apt to happen?

17. Relate today's American communes to such efforts in the past. (e.g., New Harmony, Brook Farm).

18. After reading Lost Horizons by James Hilton, debate whether it is better to live in a safe sanctuary or return to the stresses and storms of the world.

19. Working in small groups, students plan what they believe would be a model society for a small group. Would it work for a larger society?

20. After reading Summerhill by A. S. Neill, discuss possible changes in educational systems of the future.

21. Look up reports on or articles by Toffler (or other "futurists" such as Zbigniew Brzezinski or Buckminster Fuller) in the Readers' Guide to Periodical Literature and defend in class any of their predictions which you believe are likely to come true.

22. Read "Which Guide to the Promised Land: Fuller or Mumford?" by Allan Temko (Horizon, Summer 1968, Vol X, No. 1. pps. 25-30). Choose the "guide" you would prefer. Give your reasons.

23. In a recent article in Senior Scholastic, "Directions U. S. A.", students expressed consistently their opinion that the major problem today is a lack of understanding among people. One student felt that by 1991 people will have finally realized what they are doing to each other and will begin to get along better. Discuss whether you think these views are as much an expression of hope as of reasonable expectation. Could these predictions be an expression of "future shock"?

24. Read "Epistle To Be Left in the Earth" by Archibald MacLeish. (M A P pps. 458-59). Discuss in groups what information you would leave for any future generations. This can be either the time capsule variety of information or follow more closely the phrases of MacLeish's poem.

25. Read Stephen Vincent Benet's poem "1935". (M A P p. 50). Discuss the implications for the future.

26. Harrison Salisbury in his book, The Many Americas Shall Become One, states that he believes Americans are in the midst of a deeply religious movement but that it is taking place outside the established churches. Working in groups, students will volunteer to research the role of religion in the past and its present state. Discuss critically what may happen to groups which function outside the established churches. What about the future of the established churches?

27. After reading Ogden Nash's "The Seven Spiritual Ages of Mrs. Marmaduke Moore", students will volunteer to research Mrs. Moore's spiritual travels. Other suggestions may be added to her list which includes Freud, Yogi, Bahai, Christianity and the Oxford Group. What significance does Mrs. Moore's choice of religions have? What would you predict would be her next choice, if any?

28. After reading Robert Heinlein's book, Stranger in a Strange Land, discuss critically Heinlein's view of the future and the validity of his satire.

G. Students will discuss critically the assumption that man has the ability to triumph over many obstacles, to wrest victory from seeming defeat.

1. After reading or listening to "Road to Eilat" (Songs That Changed the World, p.28), which sings of bringing life and grass and water to the desert, list activities that young people can do that would better the world they find themselves in.

2. Read a biography of President Richard Nixon or his own book, My Six Crises. List the qualities which led to his success.

3. Franklin Delano Roosevelt and John F. Kennedy overcame great handicaps to become presidents of the United States. List other people who have overcome similar handicaps.

4. Find a photograph or painting which you feel expresses the idea of man prevailing over his handicaps and obstacles.

5. After reading Grapes of Wrath by John Steinbeck, students volunteer to
    1. Make a collage of pictures that shows the impact of this period in our history.
    2. Make a list of songs popular during this period, (e.g., "Brother, Can You Spare a Dime?").
    3. Compare the Joads to Bonnie and Clyde.
    4. Contrast the thirties with the sixties.
    5. Illustrate the story.
    6. Suggest what might have happened to the Joads through the years.
    7. Interpret the significance of the final scene.

6. Read some of the early boys' books such as Horatio Alger Jr.'s books or the Frank Merriwell or Tom Swift series. Explain how they differ from books written for young boys today.

7. Investigate the comic books and list the superhuman beings you find. Write a brief essay on the repeated theme of man's need to visualize himself as rising above adversity.

8. After seeing the film Do Not Go Gentle into That Good Night or reading Dylan Thomas' poem on which the film was based, examine the problem of the aged in a society geared for the young. How does our approach to the problem differ from that of other eras and societies? What are Thomas' reasons for advising a continued "fight"?

9. After reading Milton's poem "On His Blindness", interpret the statement, "They also serve who only stand and wait."

10. Read the poetry of black writers such as Gwendolyn Brooks, Paul Lawrence Dunbar, Langston Hughes, and comment on Miss Brooks' statement, "We aren't concerned about what whites think of our work." Suggest reasons why she believes black writers should not be concerned whether whites like their work or not. Should any writer be concerned about what anyone thinks about his work?

11. On December 1, 1955, Mrs. Rosa Parks, a black woman in Montgomery, Alabama, courageously refused to move to the back of the bus to give a white man her seat. According to Louis E. Lomax in The Negro Revolt, this was the beginning of the black revolt. Justify this statement.

12. Read selected biographies of black men who became successful in their chosen fields. (Jackie Robinson, George Washington Carver, Sammy Davis, Jr.). Explain what you think are the reasons for their success.

13. "These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country ... Tyranny, like hell, is not easily conquered." Washington had these words by Thomas Paine read aloud to his shivering soldiers. Suggest how these words might have meaning in today's world.

14. Read Winston Churchill's essay on "The Miracle of Dunkirk", (Adventures in English Literature, pps. 704-709). Since Dunkirk was, in essence, a great defeat, suggest reasons why the achievement at Dunkirk is considered one of the heroic episodes in history.

15. After reading The Old Man and the Sea, suggest in what way the old man may have been a success rather than a failure.

16. Students read selected literature such as Mila 18 by Leon Uris, The Antagonists by Ernest K. Gann, and suggest how they might illustrate the idea of victory in defeat.

17. Read or listen to such songs as "We Shall Overcome", "The Peat Bog Soldiers", "Freiheit", "I Want to Go to Andorra", "Solidarity Forever", and "We Shall Not Be Moved". (Songs that Changed the World). Write an essay comparing these protest songs with those being written today.

18. The music of "The Battle Hymn of the Republic", (Songs that Changed the World, p. 37) has been used with many often antithetical words. After researching some of the different versions, write your own lyrics.

19. Read "The People Will Live On" from Carl Sandburg's "The People, Yes". Choose a line or stanza as the theme of a brief essay. (e.g., "Man is a long time coming. Man will yet win. Brother may yet line up with brother.")

20. After reading Don Quixote by Miguel Cervantes, or the play, "The Man from La Mancha" or after listening to the song "To Dream the Impossible Dream", discuss critically whether idealism is more realistic than pragmatism in helping man to prevail.

21. After reading William Wordsworth's poem "Intimations of Immortality," (Adv. in Eng. Lit., pp 367-8), discuss the statement, "Our birth is but a sleep and a forgetting; the soul that rises with us, our life's star, hath had elsewhere its setting, and cometh from afar." Do you accept his idea of the "Soul"? If so, what significance do you think this might have concerning the meaning of life? If not, what do you think is the purpose of life?

22. After reading "Death Be Not Proud" by John Donne (Adv. in Eng. Lit., p. 221) deduce reasons why John Gunther used the title for the book about his son's death.

23. After reading A Night of Watching, propose reasons why the Danish people saved their Jewish population from the Nazis.

24. After reading The Miracle Worker, choose a scene which seems to you to have the most meaning in terms of the magnificent courage displayed by both Helen Keller and her teacher. Justify your choice.

25. After reading a book that is concerned with heroic behavior under seige, (e.g., The Forty Days of Musa Dagh by Franz Werfel, The Palmyra Affair by Harrison Salisbury), formulate a hypothesis for such behavior.

26. After reading Martin Luther King's "Letter from a Birmingham Jail", (Rebels and Regulars, pps 47-58), discuss critically whether he should have insisted on clinging to a positive faith despite adversity. Did he have a logical basis?

27. After reading John F. Kennedy's Profiles in Courage, choose from among the men portrayed the man you most admire and give your reasons.

28. Some critics have seen Hans in Thomas Mann's Magic Mountain "as a symbol of Man himself, as a developing and growing creature, capable of self-betterment and civilization and self-conquest, capable above all, of love." Propose reasons.

29. After reading " A Psalm of Life", by Henry Wadsworth Longfellow, discuss Russel B. Nye's statement in The Unembarrassed Muse that the poem "affirms faith in immortality, progress, individual integrity and each man's power to triumph over adversity."

30. After reading Sailor on Horseback by I. F. Stone, discuss critically the problems Jack London had in overcoming the stigma of illegitmacy and the barely literate state of his education to become one of America's greatest novelists. Interested students might pursue London's courage through his semi-autobiographical novel, Martin Eden.

31. Read and discuss critically William Faulkner's Nobel Prize acceptance speech. (Am. Lit. Themes and Writers, pps. 707-708).

32. Read selected novels on the Resistance Movement in Europe in World War II. (e.g., We Die Alone by David Howarth.)

33. Read the play Jacobowsky and the Colonel by Franz Werfel. A number of vignettes depict the heroism and humor as well as the treachery and stupidity that mark the behavior of humanity under fire. The movie, The Cardinal, with Alec Guiness, was also based on the idea that we all have our breaking point. Discuss critically.

V. STUDENT RESOURCES

A. State-adopted textbooks

Barrows, Marjorie, Wescott, et. al., eds. The American Experience: Drama.

Barrows, Marjorie, Wescott, et. al., eds. The English Tradition: Fiction.

Berkley, Ragle, and Walker. The Literature of America.

Blair, Farmer, Hornberger, Wasson. The United States in Literature.

Carlsen, Tovatt, Alm. Encounters: Themes in Literature.

Carlsen, Tovatt, Alm. Insights: Themes in Literature.

Cottrell, Beekman W. and Steinberg, Erwin R. Insight: The Experience of Literature.

Gehlmann, John and Bowman, Mary Rives, eds. Adventures in American Literature.

Inglis, Rewey Bell and Spear, Josephine, eds. Adventures in English Literature.

Maline, Julian L. and Berkley, James, eds. The Literature of America-Volume-2, Coming of Age: 1865-1914.

Maline, Julian L. and Berkley, James, eds. The Literature of America-Volume 3, Modern Fiction.

Maline, Julian L. and Berkley, James, eds. The Literature of America-Volume 4, Modern Drama, Poetry, and Essays.

Maline, Julian L. and Berkley, James, eds. The Literature of England-Volume 4, The Twentieth Century.

Maline, Julian L. and Berkley, James, eds. Poets and Critics.

Peterson, Stanley R. ed. Designs in Poetry.

Pooley, Grommon, Lowers, Katterjohn, Niles. Accent: America Reads.

Pooley, Grommon, Magdanz, Katterjohn. Perspectives.

Redman, Crosby E. ed. Designs in Drama.

Scheld, Elizabeth, ed. Designs in Fiction.

Smiley, Marjorie B., Freedman, Florence B., and Paterno, Domenica. People in Poetry.

Smiley, Marjorie B., Marcatante, John J., and Tilles, Jacqueline. Rebels and Regulars.

Smiley, Marjorie B., Freedman, Florence B., and Marcatante, John J. Ways of Justice.

Smith, Dora V., Corbin, Richard, and Ebbs, John D. The American Experience.

B. Non-state-adopted supplementary materials.

1. Textbooks

Armstrong, Gregory, ed. Protest: Man Against Society. New York: A Bantam Book, 1969.

Glatthorn, Allan, Hootman, Richard S., and Main, C. F. eds. Ideas and Patterns in Literature II. New York: Harcourt, Brace and World, Inc., 1970.

Holmes, Paul C. and Lehman, Anita J. Keys to Understanding: Receiving and Sending the Poem. New York: Harper and Row, Publishers, 1969.

Knapp, Edgar H. and Leary, William G. eds. Ideas and Patterns in Literature III. New York: Harcourt, Brace and World, Inc., 1970.

Leavitt, Hart, Day, and Sohn, David A. Stop, Look, and Write. New York: Bantam Pathfinder Editions, 1964.

Sutton, John F., Silverstone, Annette, and Smith, Martha L. eds. Ideas and Patterns in Literature I. New York: Harcourt, Brace and World, Inc., 1970.

Untermeyer, Louis, ed. Modern American Poetry. New York: Harcourt, Brace and World, Inc., 1958.

2. Reference materials

Axline, Virginia M., Dibs: In Search of Self. New York: Ballantine Books, 1964.

Baldwin, James. "Fifth Avenue, Uptown" Man Alone. New York: Dell Publishing Co., 1962.

Byrd, Richard. Alone New York: Putnam, 1938.

Carrington, Hereward. Mysterious Psychic Phenomena. Boston: The Christopher Publishing House, 1954.

Curtis, Donald. Human Problems and How to Solve Them. New Jersey: Prentice-Hall, Inc., 1962.

Estabrooks, George H. and Gross, Nancy E. The Future of the Human Mind. New York: E. P. Dutton & Co., Inc., 1961.

Flender, Harold. Rescue in Denmark. New York: MacFadden Bartell, Corp., 1968.

Hawkins, Hugh, ed. Booker T. Washington and His Critics: The Problem of Negro Leadership. Lexington, Massachusetts: D. C. Heath and Company, 1962.

Heller, Joseph. Catch 22. New York: Schuster, 1961.

Hoffman, Abbie. Steal That Book. New York: Grove Press, 1971.

Howarth, David. We Die Alone. New York: Ace Books, Inc., 1955.

Keller, Helen. The Story of My Life. New York: Doubleday and Co., Inc., 1955.

Kunen, James Simon. The Strawberry Statement. New York: Avon, 1971.

Mack, Raymond W. ed. Prejudice and Race Relations. New York: H.W. Wilson Co., 1970.

Mead, Margaret. "The Experience and Individuality of the Average Girl," Coming of Age in Samoa. New York: William Morrow & Co., 1964.

Potok, Chaim. The Chosen. New York: Simon and Schuster, 1967.

Taylor, Robert Lewis. Travels of Jamie McPheeters. New York: Double day, 1958.

Whitman, Wanda Wilson, ed. Songs that Changed the World. New York: Crown Publishers, Inc., 1969.

Wittenberg, Rudoph M. "The Young Adult," The Troubled Generation. New York: Association Press, 1968.

3. Magazines

Karp, Walker. "The Feminine Utopia", Horizon, Vol. XIII, No. 2. pps. 5-13.

Krug, H. H. "The Black Woman and Women's Lib," Ebony 26: 68-70-Mr 1971.

Meehan, Thomas. "The Flight from Reason" Horizon, Vol XII, No. 2. pps. 5-19.

Plumb, J. H. "The Great Change in Children," Horizon, Vol. XIII, No. 1. pps. 4-12.

Time. "Women's Lib: Mailer vs Millett" 97:71. Feb. 22, 1971.

Weisstein, Naomi. "Stimulus Response: Woman as Nigger," Psychology Today. Vol. III, No. 5. Oct. 1969, p. 20.

White, U. W. "Psychological and Social Barriers to Women in Science", (adaptation of address, Nov. 22, 1969) Science 170: 413-16, October 23, 1970.

VI. TEACHER RESOURCES

A. Professional books

Ardrey, Robert. African Genesis, New York: Dell Publishing Co., Inc., 1961.

Armstrong, Gregory, ed. Protest: Man Against Society. New York: Bantam Book, 1969.

Barrett, William. Irrational Man. Garden City, New York: Doubleday & Company, Inc. (Anchor Books), 1962.

Beauvoir, Simone de. The Second Sex. New York: Bantam Books, 1961.

Benedict, Ruth. Patterns of Culture. New York: Mentor Book, 1960.

Bohle, Bruce, ed. The Home Book of American Quotations. New York: Dodd, Mead & Co., 1967.

Bontemps, Arna, ed. The Poetry of the Negro. New York: Doubleday & Co., 1970.

Bugental, James F. The Search for Authenticity. New York: Holt, Rinehart and Winston, 1965.

Combs, Arthur W., Chairman A.S.C.D. Year Book Committee. Perceiving, Behaving, Becoming. Washington, D. C.: National Education Association, 1962.

Dingmall, Eric John, The American Woman, New York: Signet, 1958.

Fromm, Eric, Escape from Freedom. New York: Holt, Rinehart & Winston, 1964.

Funk and Wagnalls. The Standard Dictionary of Folklore. Two Volumes. Mythology and Legend. New York: Funk and Wagnalls Company, 1949.

Grabbe, Paul. We Call It Human Nature. New York: Harper, 1939.

Haring, Douglas, ed. Personal Character and Cultural Milieu. 3rd edition. Syracuse, New York: University of Syracuse Press, 1949.

Hutchins, Robert M., ed. Syntopicon. 2 vol. Great Ideas of the Western World. Chicago: Encyclopedia Britannica, Inc., 1952.

La Barre, Weston. The Human Animal. Chicago: The University of Chicago Press, 1954.

Linton, Ralph. The Study of Man. New York: Appleton-Century Co., 1936.

Montagu, Ashley. Man in Process. New York: Mentor Book, 1962.

Montagu, Ashley. The Natural Superiority of Women. New York: Mentor Book.

Rogers, Carl R. On Becoming a Person. Boston: Houghton Mifflin Company, 1970.

Ruitenbeek, Hendrik. The New Group Therapies. New York: Avon Books, 1970.

Shrodes, Caroline, ed. Psychology through Literature, New York: Oxford University Press, 1960.

Sohn, David A. Pictures for Writing. The Stop, Look and Write Series. New York: Bantam Books. 1969.

Tanner, Leslie B. ed. Voices from Women's Liberation. New York: Signet Books, 1970.

B. Films: Available at county level

Brotherhood of Man	10'C	Brandon Films	1-00317
Buddhist World, The	11'C	Coronet	1-00297
Child's World, A.	20'C	Almanac Films	1-10028
Conscience of a Child, The	25'BW	Indiana U.	1-31320
Cyrano de Bergerac	10'BW	Library Films	1-04550
Development of Individual Differences	13'BW	McGraw-Hill	1-10026

Gateways to the Mind (Part 1)	30'C	Southern Bell	1-30718
Hamlet: The Readiness is All	30'C	EBEC	1-30880
Heredity and Environment	10'C BW	Coronet	1-02226
Huckleberry Finn: What Does Huckleberry Finn Say?	27'C	EBEC	1-31187
Humanities, The: Our Town and Our Universe	30'C	EBEC	1-30860
Interrelationships for Survival (A.I.B.S. PT 8 NO 12)	28'C BW	McGraw-Hill	1-30558
Mahatma Gandhi	19'BW	EBEC	1-00822
Man Without a Country, The	29'C	Indiana U.	1-30176
Oedipus Rex: The Character of Oedipus	30'C	EBEC	1-30908
Suffragettes Win	5'BW	Pathe	1-00377
What About Prejudice?	11'BW	McGraw-Hill	1-00278
Where is Prejudice? Pt.1	30'BW	Indiana U.	1-31614
Pt.2	30'BW		1-31619

C. Filmstrips (available from source noted)

Guidance Associates
Pleasantville, New York 10570

Civil Disobedience

2 filmstrips, 2 records C 403 707 (Considers major current issues with interviews with men such as Floyd McKissick, Wm. Sloane Coffin, and others.)

The Literature of Protest

3 filmstrips, 3 records C 517 019
Part I: Centuries of Dissent
II: Decades Past
III: America Divided
(Offers students a broad understanding of the major themes of protest and dissent in literature--from antiquity to the present--from Aristophanes and the Bible to Allen Ginsberg and Jerry Rubin.)

Personal Commitment: Where Do You Stand?

2 filmstrips, 2 records C 100 923 (Stresses the value of self-awareness, self-belief, and responsibility--commitments.)

Values for Teenagers: The Choice is Yours

2 filmstrips, 2 records C 105 807 (Interviewed teenagers discuss confusion and bitterness over various kinds of adult behavior...also considers the dangers of over zealous conformity.)

The Welfare Dilemma

2 filmstrips, 2 records C 423 002

Your Personality: The You Others Know

2 filmstrips, 2 records C 100 972

D. Records:

Listening Library
1 Park Avenue
Old Greenwich, Connecticut 06870

American folk music:

Pete Seeger: Greatest Hits (includes "Little Boxes", "We Shall Overcome", etc. #AF 27 1 12" record)

The Legendary Woody Guthrie, #AF 8, 1 12" record

Folk Festival (Judy Collins, Theodore Bikel, Rod McKuen, Glen Campbell, etc. #AF 60, 1 12" record)

Plato: The Trial and Death of Socrates. (Thomas Mitchell reads two dialogues. Apology and Crito plus description of Socrates' death.) #EC 38 1 12" record
#EC 39CX in two tape cassettes

E. Cassettes:

The Center for Cassette Studies
8110 Webb Avenue
North Hollywood, California 91605

The Bible as Literature: Wisdom

Mundane aphorisms in the Book of Proverbs
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(Includes comments on drinking, women, generosity, judging others, and rearing children ... with comments by Professor Mark Van Doren and author Maurice Samuel.)

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(A leading psychologist conducts an informal discussion on guilt feelings...the nature of guilt...harm of excessive and unnecessary guilt.)